



HAL
open science

Is heart rate variability biofeedback useful in children and adolescents? A systematic review

Valérie Dormal, Nicolas Vermeulen, Sandrine Mejias

► To cite this version:

Valérie Dormal, Nicolas Vermeulen, Sandrine Mejias. Is heart rate variability biofeedback useful in children and adolescents? A systematic review. *Journal of Child Psychology and Psychiatry*, 2021, 62 (12), pp.1379-1390. 10.1111/jcpp.13463 . hal-03661647v2

HAL Id: hal-03661647

<https://hal.univ-lille.fr/hal-03661647v2>

Submitted on 25 Jan 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Is heart rate variability biofeedback useful in children and adolescents? a systematic review

Valérie Dormal^{1,*}, Nicolas Vermeulen¹, & Sandrine Mejjas²

¹ *Psychological Science Research Institute, Université catholique de Louvain, Louvain-la-Neuve, Belgium.*

² *Univ. Lille, CNRS, UMR 9193 - SCALab - Sciences Cognitives et Sciences Affectives, F-59000 Lille, France*

Type of manuscript: Review

Word count: 5530

Running Head: HRV biofeedback in children and adolescents

* Correspondence to: Valérie Dormal, Université catholique de Louvain, Institut de Recherche en Sciences Psychologiques. Place Cardinal Mercier, 10, B-1348, Louvain-la-Neuve, Belgium.

E-mail: valerie.dormal@uclouvain.be

Abstract

Background: Heart rate variability (HRV) is considered as an index of both physical and emotional health, and biofeedback aiming to increase the level of HRV has demonstrated extensive beneficial effects. Although HRV is commonly and reliably applied in adults, the use of HRV biofeedback, alone or in addition to other treatments, in children and adolescents has not been widely explored to date. **Methods:** This systematic review following PRISMA guidelines covers all human studies using HRV biofeedback in children and adolescents. A literature search was conducted in PsycINFO, PubMed, and Scopus, and a standardized methodological quality assessment was performed. **Results:** Results showed the efficiency of HRV biofeedback sessions with children and adolescents to reduce physical and mental health-related symptoms and enhance well-being. **Conclusions:** These findings underline the therapeutic value of using HRV biofeedback as a complement to more conventional behavioural and cognitive interventions to help children to manage stress and/or pain. Capitalizing on the identified strengths and shortcomings of available results, we propose research avenues as well as evidence-based clinical guidelines for using HRV biofeedback in clinical paediatric settings.

Keywords: Heart Rate Variability; Biofeedback; Cardiac Coherence; Stress; Children

1. Introduction

While heart rate corresponds to the number of heart beats per minute, heart rate variability (HRV) is a measure of the naturally occurring beat-to-beat changes in heart rate (McCraty & Shaffer, 2015). A healthy heart is not a metronome as its oscillations are complex and constantly changing, thus allowing the cardiovascular system to adjust rapidly to sudden physical and psychological challenges to homeostasis. HRV is therefore an excellent indicator for assessing the activity of the autonomic nervous system, both at the peripheral and central levels, as well as the balance between the two branches of the sympathetic and parasympathetic nervous systems (Thayer, Åhs, Fredrikson, Sollers, & Wager, 2012).

Various metrics are used to quantify HRV through electrocardiographic (ECG) signals or photoplethysmography (PPG). Time-domain indices of HRV quantify the amount of variability in measurements of the interbeat interval (e.g., standard deviation of differences in interbeat intervals, root mean square of successive interbeat intervals), while frequency-domain measurements estimate the distribution of absolute or relative power into frequency bands (e.g., high-frequency power). A high amplitude of HRV is associated with better emotion regulation and the use of adapted coping strategies or resilience (Fabes & Eisenberg, 1997). Importantly, a significant decrease of HRV amplitude is identified as a sign of vulnerability to stress, and has been reported in various populations of patients with psychiatric or behavioural disorders, such as severe depression, post-traumatic stress disorder or generalized anxiety (Lehrer, 2007; Servant, Logier, Mouster, & Goudemand, 2009; Wheat & Larkin, 2010).

HRV biofeedback is considered a simple and non-invasive technique to act upon autonomic activity, mainly through the regulation of breathing in response to external feedback, to enhance heart-brain synchronization and facilitate the maintenance of a physiologically efficient inner state (Prinsloo, Derman, Lambert, & Rauch, 2013). Overall, biofeedback is a training technique that teaches individuals to recognize and learn how to modify their body's physiological signals to help improve health and performance (Schwartz & Andrasik, 2017). Various physiological parameters (e.g., heart rate, electrodermal activity, brain activity) can be

measured and visualized in real time. The immediate feedback helps individuals to gain voluntary control over the various physiological processes and to bring about favourable changes (Yu, Funk, Hu, Wang, & Feijs, 2018). The main aim of HRV biofeedback is to increase cardiac vagal tone. The subject receives feedback regarding their current HRV and, depending on the intervention protocol used, they learn how to handle various techniques (e.g., slow breathing or resonant frequency diaphragmatic breathing) to achieve their optimal individual HRV level (Prinsloo, Rauch, & Derman, 2014). HRV biofeedback can be provided by handheld devices (e.g., emWave2 or Stress Eraser), computer-based interactive programs (emWave desktop or Journey to Wild Divine), or with professional ECG recording equipment. The number of HRV biofeedback applications for smartphones is also increasing (Prinsloo et al., 2014). Most individuals effortlessly achieve high-amplitude oscillations in HRV after a few minutes of training, and almost everyone can master the technique within one to four sessions of coaching. HRV is thus easily and rapidly learned and can be implemented at little cost.

The effectiveness of HRV was confirmed by recent meta-analyses (Goessl, Curtiss, & Hofmann, 2017; Lehrer et al., 2020), demonstrating that HRV biofeedback is associated with a variety of health benefits in both healthy and pathological adult populations. Levels of anxiety and depressive stress-related symptoms were significantly reduced (e.g., Caldwell & Steffen, 2018; Tan, Dao, Farmer, Sutherland, & Gevirtz, 2011) and various kinds of human performance including cognitive, physical, and creative activities were improved (e.g., Paul & Garg, 2012; Sutarto, Wahab, & Zin, 2013; Wells, Outhred, Heathers, Quintana, & Kemp, 2012). Alone or combined with other relaxation or breathing techniques, HRV biofeedback has proved very useful and has become increasingly used by psychotherapists in several adult pathological populations (Lehrer, 2018; Leyro, Buckman, & Bates, 2019). However, its use and health benefits in children and adolescents have received little attention to date. This is all the more surprising given that children are ideal potential users (e.g., Attanasio et al., 1985; Culbert, Kajander, & Reaney, 1996): (1) having a naturally higher HRV level, they are very sensitive to guided paced breathing; (2) in general, they can easily control their physiological

parameters (e.g., peripheral temperature, breathing and heart rate) via biofeedback techniques; (3) thanks to their enhanced brain plasticity, they can easily learn new emotional self-regulation techniques; and (4) they are also very familiar with and curious about new technologies as well as the use of biofeedback video games systems.

The main objective of the present study was to propose the first systematic review specifically focusing on the use of HRV biofeedback in children and adolescents. Following Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) guidelines, it reports the effectiveness of HRV biofeedback, alone or combined with other methods such as psychoeducation or relaxation, to reduce physical and mental health-related symptoms and enhance well-being, by comparing the results from published studies investigating HRV biofeedback in children and adolescents with or without physiological and/or mental disorders. The methodological quality of the intervention studies including a direct comparison with a control group was also evaluated by a quality assessment tool developed by the National Heart, Lung and Blood Institute (NHLBI, 2014). Based on the collected data and the observed results and conclusions, the second objective was to propose directions for future research and clinical applications of HRV in children and adolescents.

2. Methods

2.1. Identification of articles and selection procedure

This systematic review was carried out following the PRISMA guidelines, which include a checklist of 27 items and a flow diagram (Moher, Liberati, Tetzlaff, Altman, & Prisma Group, 2009). To identify eligible studies, a literature search was performed in PubMed, Scopus, and PsycINFO. We focused on peer-reviewed articles published in English between January 1st, 1999 and January 1st, 2020, while grey literature (unpublished convention papers, dissertations, etc.) was not included. The search strategy used the following syntax: ("heart rate variability biofeedback" OR "HRV biofeedback" OR "heart rate coherence biofeedback" OR "heart rate coherence" OR "cardiac coherence" OR "respiratory sinus arrhythmia

biofeedback") AND ("child*" OR "adolescen*"). The initial search identified 139 articles (47 in Pubmed, 44 in Scopus, 48 in PsycINFO). The reference list of these articles was screened and 6 additional papers were identified. The articles to be included in the review were then selected according to the PRISMA procedure (Figure 1): First, duplicates were removed, leading to the identification of 63 unique papers. Second, remaining records were individually screened and articles presenting one of the following exclusion criteria were removed: (1) No HRV biofeedback intervention; (2) No peer-reviewed experimental data or case reports presented (i.e., review, reply, editorial, erratum, conference proceedings, dissertation); (3) No sample of children or adolescents. It is worth noting that articles with a mixed sample of adolescents and young adults (under 22 years old) were included in our selection strategy. This procedure ended up in the inclusion of 18 articles in the systematic review process.

Insert Figure 1 about here

2.2. Methodological quality assessment

The methodological quality of each study including control group comparisons (n=10) was assessed using the "quality assessment of controlled intervention studies" scale developed by the NHLBI (2014). The scale comprises 14 items with a binary answer (Yes/No), leading to a maximum score of 14. For each study, a score (i.e., percentage of items with a "Yes" answer) was computed, leading to a global quality rating (i.e., poor for scores below 50%, fair for scores between 50 and 69%, good for scores between 70% and 79%, and strong for scores of 80% and beyond, adapted from Black et al., 2017). When an item was not directly relevant to the study or when the information contained in the paper did not allow a clear decision regarding an item to be made, the term "not applicable" (NA) or "not reported" (NR), respectively, was used and the item was excluded from the computation of the global quality rating. Supplementary Table 1 reports detailed scores obtained for each study on each item and global quality ratings.

2.3. Data extraction and synthesis

Regarding the 18 studies using HRV biofeedback intervention in children and adolescents, a systematic data extraction procedure was used to determine the main characteristics of each article. Four categories of variables were reported, adapted from the PICOS procedure (Liberati et al., 2009): (1) Participants (population, sample size, mean age, age range, and gender ratio); (2) Intervention (HRV biofeedback, other interventions, number of sessions, duration of a session, HRV measures, assessment tools, time measurement, follow-up); (3) Comparison (control group, matching variables); (4) Outcomes (main results, effect sizes, reported limitations, key conclusion). A comprehensive synthesis of the data extracted from each study is presented in Table 1.

3. Results

3.1. Quality assessment

Among the 10 studies with a control group comparison included, only 1 was considered as presenting strong quality, 1 good quality, and 8 fair quality, according to the assessment criteria selected (Supplementary Table 1). Most of the studies reported good adherence to the intervention protocols in both experimental and control groups and the overall dropout rate was quite low across studies and did not differ greatly between treatment groups. Before conducting the intervention trial, most studies generated hypotheses, reported the outcomes to be measured, and prespecified the groups to be analysed. The implementation and assessment of clinical and physiological outcomes were good, all studies using valid and reliable methods, tasks, or questionnaires to do so, and all participants were analysed according to the group they were assigned to (e.g., intervention or control group). However, half of the studies (i.e., 5 out of 10) reported an adequate randomization method and only one study was blind regarding the outcomes' analysis (i.e., people assessing the outcomes were not aware of the condition assigned to the participants). Most studies attempted to match the experimental and control groups on the main sociodemographic variables (e.g., age, gender), but several studies did

not manage to constitute equivalent groups. Finally, most studies did not justify their sample size based on a priori power computation or previous experiments.

3.2 Main outcomes

Each of the included studies focused on the benefits derived from HRV biofeedback intervention in children and adolescents without any disturbance or disorder (n=3), or presenting either physiological (n=6) or mental health disorders (n=9). Among these studies, 7 included in their sample only children (i.e., < 15 years old), 3 only adolescents (i.e., > 15 years old), while the other 8 studies considered both children and adolescents¹. These studies are described below and their main characteristics are synthesized in Table 1.

Insert Table 1 about here

3.2.1 HRV biofeedback in healthy children and adolescents

Two studies evaluated the beneficial influence of a classroom-based emotional self-regulation program, which included several sessions of HRV biofeedback in a school setting (Bradley et al., 2010; McCraty, Atkinson, Tomasino, Goelitz, & Mayrovitz, 1999). Middle school children (12 and 13 years old) were enrolled in an emotional competence intervention (16 hours given over 2 weeks) during which they had to learn a series of tools and strategies to help them to reduce stress, to improve communication skills, to maintain focus on academic contents, and to enhance relationships with others (McCraty et al., 1999). In the first group

¹ Although explicitly including children and adolescents in their sample, it is important to note that two studies (Dziembowska et al. 2016; Mc Ausland & Addington 2018) included a wide ages range participants, up to 21 and 22 years old respectively. As part of the sample consists of young adults, it is important to be cautious about drawing conclusions regarding the specific efficiency of this type of HRV intervention for children and adolescents.

(n=32), psychological and behavioural changes were examined one week before and one week after the training program. The results of this study showed several significant improvements among trained students such as better management of stress and anger, higher levels of motivation and concentration, and enhanced leadership and communication skills. Interestingly, most of these changes were still observed 6 months later. In a second phase, the impact of the training on children's autonomic responses was assessed before, during, and after a stressful interview. Half of the participants followed the intervention course (i.e., experimental group; n=30), while the other half did not (i.e., passive control group; n=30). Compared to controls, physiological measurements revealed that trained children had higher HRV levels during the recovery period, suggesting an increase in parasympathetic activity in response to stressful events.

The second study investigated the effect of a similar emotion self-regulation program (Test Edge) in a class of high-school students (mean age: 15 years old) on measures of test anxiety, socioemotional functions, test performance, and HRV (Bradley et al., 2010). During this program, students learned how to generate a psychophysiological state of coherence through HRV biofeedback exercises. A controlled pre- and post-intervention laboratory experiment using electrophysiological measures on a random stratified sample (n=136) was carried out to assess whether students were able to apply self-regulation techniques learned during the Test Edge program. Participants had to complete a computerized version of the Stroop test to simulate the stressful conditions of taking an academic test while several electrophysiological measures were recorded. Larger significant pre-post differences, showing reduced test anxiety and negative affect, and increased psychophysiological coherence after the intervention, were observed in the trained students group compared to controls. These findings suggest that they had learned how to better manage their emotions and regulate their psychophysiological activation level under stressful conditions.

Finally, a group of basketball and football adolescent and young adult players (aged between 16 and 21 years old) attended a series of HRV biofeedback training sessions to

assess their benefits on their anxiety level and other psychophysiological parameters (Dziembowska et al., 2016). After 10 twenty-minute sessions, a significant decrease in the mean anxiety score was observed in the experimental group as well as improvements in their HRV measures, indicating better flexibility of their autonomic nervous system that could potentially lead to better athletic performance.

3.1.2 HRV biofeedback in children and adolescents with physical and/or mental health disorders

A first series of studies investigated the potential use of HRV biofeedback in addition to conventional pharmaceutical treatments to relieve pain in children. Using a case series design, Fahrenkamp and Benore (2019) reported changes in respiration rate and HRV in 4 adolescents with chronic pain (aged between 15 and 17 years old) who underwent a brief protocol of HRV biofeedback training (i.e., only 3 or 4 sessions). Post-intervention results showed expected improvements in cardiopulmonary functioning and self-regulation abilities, supporting the benefits of using this type of technique, even for short periods, to improve pain management in paediatric populations with chronic pain. In the same vein, another study analysed archived data of 24 children and adolescents diagnosed with irritable bowel syndrome or functional abdominal pain (aged between 6 and 17 years old) to evaluate the clinical utility of HRV biofeedback in treating these conditions (Stern, Guiles, & Gevirtz, 2014). After completing approximately 8 thirty-minute sessions of HRV biofeedback, most participants reported partial or even complete remission. Confirming the interest of using HRV biofeedback to help children and adolescents manage pain, another study compared the regulatory performance of the autonomic system in a group of 20 children and adolescents with functional abdominal pain (aged between 5 and 17 years old) before and after 6 sessions of HRV biofeedback training (Sowder, Gevirtz, Shapiro, & Ebert, 2010). A comparison of baseline performance with a control group of healthy children and adolescents showed the presence of autonomic dysregulation (i.e., lower vagal tone) in participants who had functional abdominal pain. After the intervention program, children and adolescents with functional pain demonstrated a

significant reduction in pain frequency and intensity, and an increase in their autonomic balance. Taken together, these results seem to demonstrate the significant contribution of HRV biofeedback for this type of pathology, which, by improving the regulation of the autonomic system, enables children and adolescents to better manage their associated pain.

As the HRV biofeedback including guided breathing techniques is directly related to increased cardiopulmonary capacities, a case series study reported the results of 20 children and adolescents suffering from asthma (aged between 9 and 16 years old) who followed 13 to 15 biofeedback sessions coupled with an abdominal breathing protocol (i.e., Smetankin method; Lehrer, Smetankin, & Potapova, 2000). The preliminary uncontrolled results of this study showed mild improvement in two spirometric parameters after the protocol. Future larger-scale studies using this type of non-pharmacological intervention are needed to determine its usefulness for asthmatic children and adolescents.

Like pain management programs, it has been suggested that attending biofeedback HRV sessions could be useful in helping children and adolescents to cope with stress and anxiety, whether these are generated by external events (such as medically invasive procedures; Shockey et al., 2013), are associated with other physical conditions (Slutsker, Konichezky, & Gothelf, 2010), or are one of the core symptoms of various mental health disorders (Kenien, 2015; Knox et al., 2011; Mc Ausland & Addington, 2018; Pop-Jordanova, 2009; Thurstone & Lajoie, 2013). For example, children suffering from cancer undergo many painful and stressful invasive procedures. To determine whether HRV biofeedback could help them to cope, a 4-session intervention biofeedback coupled with relaxation was tested in a group of 12 children diagnosed with cancer (aged between 8 and 14 years old; Shockey et al., 2013). Compared to baseline, children after the biofeedback intervention reported a global decrease in their anxiety level and improvements in their HRV coherence scores were also observed, suggesting that these combined interventions may help children to manage their procedural distress. By addressing two pivotal etiological factors, namely autonomic dysregulation and anticipatory anxiety, a case report study demonstrated the positive impact

of HRV biofeedback in the treatment of a 13-year-old boy with cyclic vomiting syndrome not responding to medication (Slutsker et al., 2010). After 16 sessions combining psychoeducation, cognitive behavioural therapy and HRV biofeedback training, the patient had better HRV scores and was free of vomiting episodes even 4 months after the intervention.

Several studies have investigated the benefits of biofeedback HRV in groups of children and adolescents with mental health disorders specifically characterized by high levels of stress and anxiety. A group of 24 children and adolescents aged between 9–17 who were referred for treatment of anxiety were assigned to either a game-based biofeedback group or a waiting list comparison group (Knox et al., 2011). The eight-session biofeedback intervention included psychoeducation and used computer-based gaming technology to teach and practice relaxation. Significant differences between the two groups were observed at post-test, the intervention group showing reduced anxiety and depression scores on standardized tests. Biofeedback-assisted relaxation training with a video game format thus appeared to be effective in reducing anxiety among children and adolescents. A similar HRV biofeedback intervention program with a 4-week trial was proposed to a group of 20 adolescents and young adults (aged from 13 to 22 years old) at a clinically high risk of psychosis (Mc Ausland & Addington, 2018). Post-intervention results revealed significant changes in improving impaired tolerance to normal stress and dysphoric mood as well as in good overall adherence to treatment. However, no change in self-reported measures of anxiety and distress was observed. Although the effectiveness of the intervention was not fully established, HRV biofeedback constitutes a feasible treatment option to deal with anxiety symptoms in children and adolescents.

In another study, Pop-Jordanova (2009) attempted to evaluate the impact of biofeedback sessions on HRV level in some common mental health disorders in children (mean age: 12 years old). HRV changes were measured before and after the completion of 15 biofeedback training sessions of 16 minutes each, notably in children with anxious phobic symptoms (n=15), somatoform problems (n=15), obsessive-compulsive manifestations (n=7),

or conduct disorders (n=12). Interestingly, biofeedback training had a positive impact on most groups, with maximum HRV changes observed in children with obsessive-compulsive, conduct, and anxiety disorders. By using archival data, a recent study (Kenien, 2015) explored whether a self-induced state of coherence through HRV biofeedback specifically improved executive functions in a group of children (aged between 7 and 14 years old) with emotional disturbances. The intervention group (n=30) received 12 weeks of cardiac coherence training (20 sessions of 20 minutes), while the control group (n=30) did not receive any intervention. The children's executive functioning (i.e., inhibition, working memory, emotional control, and shifting) was assessed on a scale (i.e., Behaviour Rating Inventory of Executive Function; Gioia, Isquith, Guy, & Kenworthy, 2000) by their teachers 1 week before and 1 week after the intervention. For both groups, no statistically significant improvements in the four executive processes evaluated were reported after the intervention, suggesting that HRV biofeedback training did not have a direct impact on the executive abilities of children with severe emotional disorders. Finally, a case study by Thurstone and Lajoie (2013) investigated the contribution of HRV biofeedback in improving the treatment of an adolescent with substance abuse problems. In addition to his cognitive behavioural therapy sessions, the 17-year-old teenager was also invited to attend 6 sessions of 10-minute HRV biofeedback. While the pre-intervention patient's HRV tracing measures showed numerous irregularities, the post-intervention results showed an improved amplitude and coherence level, reflecting better functioning of the parasympathetic nervous system. Furthermore, he also reported a significantly lower perceived level of stress than his baseline level, indicating that he felt calmer and more confident. These preliminary results are encouraging for the complementary use of this type of training to improve substance abuse treatment in young patients.

Finally, a series of studies investigated the benefits of HRV biofeedback in children and adolescents with developmental behavioural issues and/or learning disabilities. First, an uncontrolled experimental study compared the contribution of HRV biofeedback alone, as well as in combination with neurofeedback sessions, in a group of 15 children and adolescents with

autism (aged between 9 and 18 years old; Goodman et al., 2018). The pre-post intervention differences showed significant improvements in emotional regulation and social behaviours in all children and adolescents who received HRV biofeedback. In an attempt to find alternatives to classical pharmaceutical treatment, the benefit of therapeutic interventions including HRV biofeedback sessions has also been explored in several studies in children and adolescents with attention-deficit/hyperactivity disorder (ADHD; Amon & Campbell, 2008; Groeneveld et al., 2019; Lloyd, Brett, & Wesnes, 2010; Pop-Jordanova, 2009). In a retrospective study (Groeneveld et al., 2019), the results of behavioural and physiological pre- and post-intervention evaluations of 39 adults and 100 children and adolescents (aged between 6 and 17 years old) diagnosed with ADHD were compared. Participants benefited from a 30-minute session of combined neurofeedback and HRV biofeedback. Physiological parameters changed significantly after treatment, and both statistically and clinically meaningful improvements in ADHD symptoms were observed, suggesting that this type of combined intervention holds promise for treating symptoms of ADHD. In a study investigating the contribution of HRV biofeedback in several groups of children with various mental health disorders, Pop-Jordanova (2009) included a group of children with ADHD (n=10). However, after 15 training sessions, no significant change in physiological levels could be demonstrated in this group. Nevertheless, in two different controlled clinical trial studies (Amon & Campbell, 2008; Lloyd et al., 2010), HRV biofeedback therapy was also administered to children with ADHD (aged between 5 and 14). The first study focused on the benefits of HRV biofeedback at behavioural level, measured by online questionnaires completed by parents at several phases of the intervention (i.e., pre-intervention, after 1 month, after 2 months, and post-intervention). The second study investigated both behavioural and cognitive changes induced by this type of intervention by evaluating children's performance. Together, these studies demonstrated significant improvements in both behaviour and cognitive functioning after the intervention, suggesting that therapy based on HRV biofeedback is beneficial in children with ADHD.

4. Discussion

While it is widely and efficiently used in adults (for reviews, see Goessl et al., 2017; Lehrer et al., 2020), HRV biofeedback to improve stress and/or pain management in children and adolescents remains largely unexplored until now. The objective of this systematic review was to identify studies that have used HRV protocols either alone or in combination with other therapies, as well as to evaluate their usefulness and effectiveness in children and adolescents. Based on the findings, suggestions will be made to propose avenues for future research and to recommend clear and comprehensive guidelines for the clinical application of HRV biofeedback protocols in therapeutic interventions in order to obtain optimal results.

Overall, all 18 studies but one (Kenien, 2015) showed the positive contribution of HRV biofeedback sessions in children and adolescents. When effect sizes are reported by the authors, these are generally medium to large, suggesting the presence of robust effects. When they were implemented in a school or sports setting with healthy children (Bradley et al., 2010; Dziembowska et al., 2016; McCraty et al., 1999), the adaptation of physiological responses was better and with a lower level of test anxiety, suggesting that the emotional self-regulation capacities of the participants had improved. In a clinical context with children and adolescents who had physical and/or mental health disorders, HRV biofeedback helped to (1) improve several symptoms, (2) reduce disruptive behaviours, (3) enhance autonomic and emotional self-regulation, (4) reduce self-reported anxiety and pain levels, and (5) improve cognitive functioning. Children as young as 5 years old were able to synchronize their breathing rhythm, to understand the principles of biofeedback, and to learn to control the modulation of their physiological and emotional responses. Interestingly, positive results on stress and anxiety management are observed in children, adolescents and even young adults (Dziembowska et al., 2016; Mc Ausland & Addington, 2018), suggesting that this type of technique is really suitable for individuals in a broad age group. In addition, they were able to reproduce the techniques and use them when faced with new stressful situations. Globally, this type of intervention appears to be easy to set up, even in a clinical or school context. Children and adolescents quickly learn the technique after a few coaching sessions, with positive

behavioural and physiological consequences occurring very quickly, even after only a few sessions (e.g., 4 or 5 sessions; Fahrenkamp & Benore, 2019; Shockey et al., 2013). Finally, this type of intervention is cost-effective, totally safe and non-invasive, completely compatible and complementary with pharmaceutical or psychological treatments already set up, and the benefits seem to be generalized and long-lasting, with some changes still observed 6 months after the intervention ended.

While all these findings are very encouraging regarding the therapeutic potential of HRV biofeedback interventions, most of these studies suffered from significant methodological limitations, as demonstrated by the results of our quality assessment (Supplementary Table 1). First, only 10 studies had a control group and matching with the experimental group on demographic data was not always performed. In most cases, the control group did not receive any intervention at all, with only one study using an active placebo (Lloyd et al., 2010) and one using a waiting list (Knox et al., 2011). Consequently, many observed benefits of HRV biofeedback interventions might be the consequence of uncontrolled factors. For example, the mere presence of an active intervention whatever its HRV content may have played a major role in promoting well-being and reducing stress. Second, most studies had limited sample sizes and very few used randomization to select their samples. Moreover, most studies have included in their sample participants in a broad age group, thus mixing children, adolescents and sometimes even young adults (Dziembowska et al., 2016; Mc Ausland & Addington, 2018). The findings are therefore difficult to generalize, so larger, randomized, better controlled studies are required. Third, while most studies used validated software and equipment to perform the HRV measurements and biofeedback sessions (often the emWave system developed by Heartmath), the protocols for applying the sessions differed greatly from one study to another. The number and duration of sessions varied, as did their frequency. Fourth, some studies used HRV biofeedback alone, while others combined it with relaxation or breathing exercises or even more traditional cognitive and behavioural therapy sessions. This lack of standardization of intervention protocols again hampers the generalization of the results

and prevents the establishment of clear guidelines for clinicians using this technique. Moreover, when therapeutic approaches are combined, it is no longer possible to identify the respective impact of each intervention, and the contribution of HRV biofeedback in particular. Finally, to demonstrate the impact of HRV biofeedback, pre- and post-intervention measures were compared. These measures consisted mostly of self-reported questionnaires, with a few studies also using observations provided by parents and teachers. Only one study included more objective and less biased measures (i.e., neuropsychological standardized tests; Lloyd et al., 2010), particularly to quantify the modulation of cognitive functions, and not all studies confirmed through real-time physiological measurements that biofeedback had a direct impact on the level of HRV.

Considering all these limitations, future experimental studies should adopt better-defined and controlled protocols to confirm definitively and validly the efficiency of HRV biofeedback in children and adolescents. Future studies should, therefore, include larger samples selected using conventional randomization methods, and an active control group matched at baseline for relevant variables, ideally with a staggered schedule including them in a waiting list system, or with other alternative placebo interventions. Including more restricted age groups in future studies would also allow the impact of HRV biofeedback to be more precisely defined and differentiated according to age. Precise, standardized physiological measurements during biofeedback sessions should be performed to ensure that children and adolescents are adherent and sensitive to this type of intervention. In addition, more objective and quantitative measurements (e.g., neuropsychological tests, experimental tasks), not just self-reported ones, should be used to confirm the beneficial effects of biofeedback sessions on cognitive and affective functioning. Finally, if HRV biofeedback is applied in combination with other therapeutic approaches (e.g., relaxation, cognitive behavioural therapy), it will be important to include control groups receiving each of the approaches individually, in addition to the group receiving the multiple approach, in order to isolate the specific effects of each intervention.

Although experimental validation remains necessary, the promising results observed following the use of HRV biofeedback in the various studies identified in this systematic review prompt us to formulate a series of clinical recommendations representing the foundations of future guidelines to be applied systematically for the use of this type of intervention with children and adolescents. Firstly, who can benefit from HRV biofeedback interventions? As demonstrated in the selected studies, children from 5 years old can benefit from this type of session. Adolescents are also positively receptive to this type of intervention. Interestingly, HRV biofeedback can have positive consequences both for healthy children/adolescents and children/adolescents with physical and/or mental health disorders. When HRV biofeedback is applied in a clinical setting, it has been shown to improve stress and concentration regulation in patients suffering from either anxiety and emotional disorders (e.g., phobia, psychosis) or behavioural and learning disorders (e.g., ADHD, autism). In addition, it can also help in the management of anxiety and/or pain induced by other physical pathologies requiring frequent and invasive tests or interventions (e.g., cancer, functional abdominal pain). Secondly, how can HRV biofeedback be optimally applied? To achieve significant positive effects, the various studies used a protocol with an average of 6 to 15 sessions, at a rate of 1 to 2 sessions per week. Each session lasted about 20 minutes and was often accompanied by breathing and/or relaxation exercises, as well as psycho-educational advice. Equipped with an HRV sensor, children or adolescents could generally visualize their physiological parameters on a computer screen and learn how to modulate them through video game-based exercises. In addition to arousing children's and adolescents' interest and giving a playful aspect to the breathing exercise, the use of this type of video game seems to promote the learning of regulation techniques and improve compliance with treatment. Furthermore, studies have reported the presence of even greater benefits when children and adolescents tend to do breathing exercise naturally at home and parents fully participate in the intervention program by doing exercise with their children (e.g., Goodman et al., 2018; Sowder et al., 2010). Allowing children and adolescents to undergo virtual HRV biofeedback training sessions, particularly in the current global health context related to the COVID-19 pandemic, therefore appears to be a useful and

appropriate way to help them to cope with daily stressors. Finally, in a clinical context, we advise proposing HRV biofeedback interventions in combination with more traditional drug and/or therapeutic treatments. HRV biofeedback sessions are not time-consuming and do not have any disruptive effects, making them an ideal complement to other therapeutic approaches.

In conclusion, this systematic review demonstrates the feasibility of HRV biofeedback interventions in children and adolescents and highlights the substantial benefits provided by it on a variety of physical, behavioural, and cognitive problems. Although methodological limitations have been identified requiring replication of these results in more controlled experimental studies, the promising results observed to date pave the way for this type of intervention in clinical and/or school settings. The development of integrated portable solutions combining biofeedback on physiological parameters and breathing exercises, and allowing easy and autonomous use by children and adolescents wherever and whenever they wish, would be a most appreciable objective in the short and midterm.

Acknowledgements

NV is a senior research associate at the Fund for Scientific Research (F.R.S.-FNRS, Belgium). VD is funded by the Service public de Wallonie - Économie, Emploi, Recherche (SPWEER, Belgium). This work is the result of the Focus project which was supported and financed by the "Maison Européenne des Sciences de l'Homme et de la Société", the State and the Hauts-de-France Regional Council within the framework of the CPER ISI-MESHS. The authors report no conflict of interest.

Bibliography

Amon, K. L., & Campbell, A. (2008). Can Children with AD/HD Learn Relaxation and Breathing Techniques through Biofeedback Video Games? *Australian Journal of Educational & Developmental Psychology*, 8, 72-84.

Attanasio, V., Andrasik, F., Burke, E., Blake, D., Kabela, E., & McCarran, M. (1985). Clinical issues in utilizing biofeedback with children. *Clinical Biofeedback & Health: An International Journal*, 8(2), 134-141.

Bradley, R. T., McCraty, R., Atkinson, M., Tomasino, D., Daugherty, A., & Arguelles, L. (2010). Emotion self-regulation, psychophysiological coherence, and test anxiety: results from an experiment using electrophysiological measures. *Applied Psychophysiology and Biofeedback*, 35(4), 261-283.

Caldwell, Y. T., & Steffen, P. R. (2018). Adding HRV biofeedback to psychotherapy increases heart rate variability and improves the treatment of major depressive disorder. *International Journal of Psychophysiology*, 131, 96–101.

Culbert, T. P., Kajander, R. L., & Reaney, J.B. (1996). Biofeedback with children and adolescents: clinical observations and patient perspectives. *Journal of developmental and behavioral pediatrics: JDBP*, 17(5), 342-350.

Dziembowska, I., Izdebski, P., Rasmus, A., Brudny, J., Grzelczak, M., & Cysewski, P. (2016). Effects of heart rate variability biofeedback on EEG alpha asymmetry and anxiety symptoms in male athletes: A pilot study. *Applied psychophysiology and biofeedback*, 41(2), 141-150.

Fabes, R. A., & Eisenberg, N. (1997). Regulatory control and adults' stress-related responses to daily life events. *Journal of personality and social psychology*, 73(5), 1107.

Fahrenkamp, A., & Benore, E. (2019). The role of heart rate variability biofeedback in pediatric chronic pain rehabilitation: A case series design. *Clinical Practice in Pediatric Psychology*, 7(4), 358.

Gioia, G., Isquith, P. K., Guy, S. C., & Kenworthy, L. (2000). Reviewed by Baron, I.S. "Test Review: Behavior Rating Inventory of Executive Function". *Child Neuropsychology*, 6 (3), 235-238.

Goessl, V. C., Curtiss, J. E., & Hofmann, S. G. (2017). The effect of heart rate variability biofeedback training on stress and anxiety: a meta-analysis. *Psychological medicine*, 47(15), 2578-2586.

Goodman, M. S., Castro, N., Sloan, M., Sharma, R., Widdowson, M., Herrera, E., & Pineda, J. A. (2018). A neurovisceral approach to autism: Targeting self-regulation and core symptoms using neurofeedback and biofeedback. *NeuroRegulation*, 5(1), 9-9.

Groeneveld, K. M., Mennenga, A. M., Heidelberg, R. C., Martin, R. E., Tittle, R. K., Meeuwse, K. D., ... & White, E. K. (2019). Z-score neurofeedback and heart rate variability training for adults and children with symptoms of attention-deficit/hyperactivity disorder: A retrospective study. *Applied psychophysiology and biofeedback*, 44(4), 291-308.

Kenien, N. (2015). The Impact of Cardiac Coherence on Executive Functioning in Children with Emotional Disturbances. *Global advances in health and medicine*, 4(2), 25-29.

Knox, M., Lentini, J., Cummings, T. S., McGrady, A., Whearty, K., & Sancrant, L. (2011). Game-based biofeedback for paediatric anxiety and depression. *Mental health in family medicine*, 8(3), 195.

Lehrer, P. M. (2007). Biofeedback training to increase heart rate variability. *Principles and practice of stress management*, 3, 227-248.

Lehrer, P. M. (2018). Heart rate variability biofeedback and other psychophysiological procedures as important elements in psychotherapy. *International Journal of Psychophysiology*, 131, 89-95.

Lehrer, P., Kaur, K., Sharma, A., Shah, K., Huseby, R., Bhavsar, J., & Zhang, Y. (2020). Heart Rate Variability Biofeedback Improves Emotional and Physical Health and Performance: A

Systematic Review and Meta-Analysis. *Applied psychophysiology and biofeedback*, 45(3), 109-129.

Lehrer, P., Smetankin, A., & Potapova, T. (2000). Respiratory sinus arrhythmia biofeedback therapy for asthma: A report of 20 unmedicated pediatric cases using the Smetankin method. *Applied psychophysiology and biofeedback*, 25(3), 193-200.

Leyro, T. M., Buckman, J. F., & Bates, M. E. (2019). Theoretical implications and clinical support for heart rate variability biofeedback for substance use disorders. *Current Opinion in Psychology*, 30, 92-97.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P., ... & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. *Annals of internal medicine*, 151(4), W-65.

Lloyd, A., Brett, D., & Wesnes, K. (2010). Coherence training in children with attention-deficit hyperactivity disorder: cognitive functions and behavioral changes. *Alternative Therapies in Health & Medicine*, 16(4), 34-42.

McAusland, L., & Addington, J. (2018). Biofeedback to treat anxiety in young people at clinical high risk for developing psychosis. *Early intervention in psychiatry*, 12(4), 694-701.

McCraty, R., Atkinson, M., Tomasino, D., Goelitz, J., & Mayrovitz, H. N. (1999). The impact of an emotional self-management skills course on psychosocial functioning and autonomic recovery to stress in middle school children. *Integrative Physiological and Behavioral Science*, 34(4), 246-268.

McCraty, R., & Shaffer, F. (2015). Heart rate variability: new perspectives on physiological mechanisms, assessment of self-regulatory capacity, and health risk. *Global advances in health and medicine*, 4(1), 46-61.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Prisma Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *PLoS med*, 6(7), e1000097.

Paul, M., & Garg, K. (2012). The effect of heart rate variability biofeedback on performance psychology of basketball players. *Applied Psychophysiology and Biofeedback*, 37(2), 131–144. <https://doi.org/10.1007/s10484-012-9185-2>.

Pop-Jordanova, N. (2009). Heart rate variability in the assessment and biofeedback training of common mental health problems in children. *Medical Archives*, 63(5), 248-252.

Prinsloo, G. E., Derman, W. E., Lambert, M. I., & Rauch, H. G. (2013). The effect of a single episode of short duration heart rate variability biofeedback on measures of anxiety and relaxation states. *International Journal of Stress Management*, 20(4), 391.

Prinsloo, G. E., Rauch, H. L., & Derman, W. E. (2014). A brief review and clinical application of heart rate variability biofeedback in sports, exercise, and rehabilitation medicine. *The Physician and sports medicine*, 42(2), 88-99.

Schwartz, M. S., & Andrasik, F. (Eds.). (2017). *Biofeedback: A practitioner's guide*. Guilford Publications.

Servant, D., Logier, R., Mouster, Y., & Goudemand, M. (2009). La variabilité de la fréquence cardiaque. Intérêts en psychiatrie [Heart rate variability. Applications in psychiatry]. *L'Encéphale: Revue de psychiatrie clinique biologique et thérapeutique*, 35(5), 423-428.

Shockey, D. P., Menzies, V., Glick, D. F., Taylor, A. G., Boitnott, A., & Rovnyak, V. (2013). Preprocedural distress in children with cancer: An intervention using biofeedback and relaxation. *Journal of Pediatric Oncology Nursing*, 30(3), 129-138.

Slutsker, B., Konichezky, A., & Gothelf, D. (2010). Breaking the cycle: cognitive behavioral therapy and biofeedback training in a case of cyclic vomiting syndrome. *Psychology, Health & Medicine*, 15(6), 625-631.

Sowder, E., Gevirtz, R., Shapiro, W., & Ebert, C. (2010). Restoration of vagal tone: a possible mechanism for functional abdominal pain. *Applied psychophysiology and biofeedback*, 35(3), 199-206.

Stern, M. J., Guiles, R. A., & Gevirtz, R. (2014). HRV biofeedback for pediatric irritable bowel syndrome and functional abdominal pain: A clinical replication series. *Applied psychophysiology and biofeedback*, 39(3-4), 287-291.

Sutarto, A. P., Wahab, M. N., & Zin, N. M. (2013). Effect of biofeedback training on operator's cognitive performance. *Work*, 44(2), 231–243. <https://doi.org/10.3233/wor-121499>.

Tan, G., Dao, T.K., Farmer, L., Sutherland, R.J., & Gevirtz, R. (2011). Heart rate variability (HRV) and posttraumatic stress disorder (PTSD): a pilot study. *Applied Psychophysiology and Biofeedback*, 36, 27–35.

Thayer, J. F., Åhs, F., Fredrikson, M., Sollers III, J. J., & Wager, T. D. (2012). A meta-analysis of heart rate variability and neuroimaging studies: implications for heart rate variability as a marker of stress and health. *Neuroscience & Biobehavioral Reviews*, 36(2), 747-756.

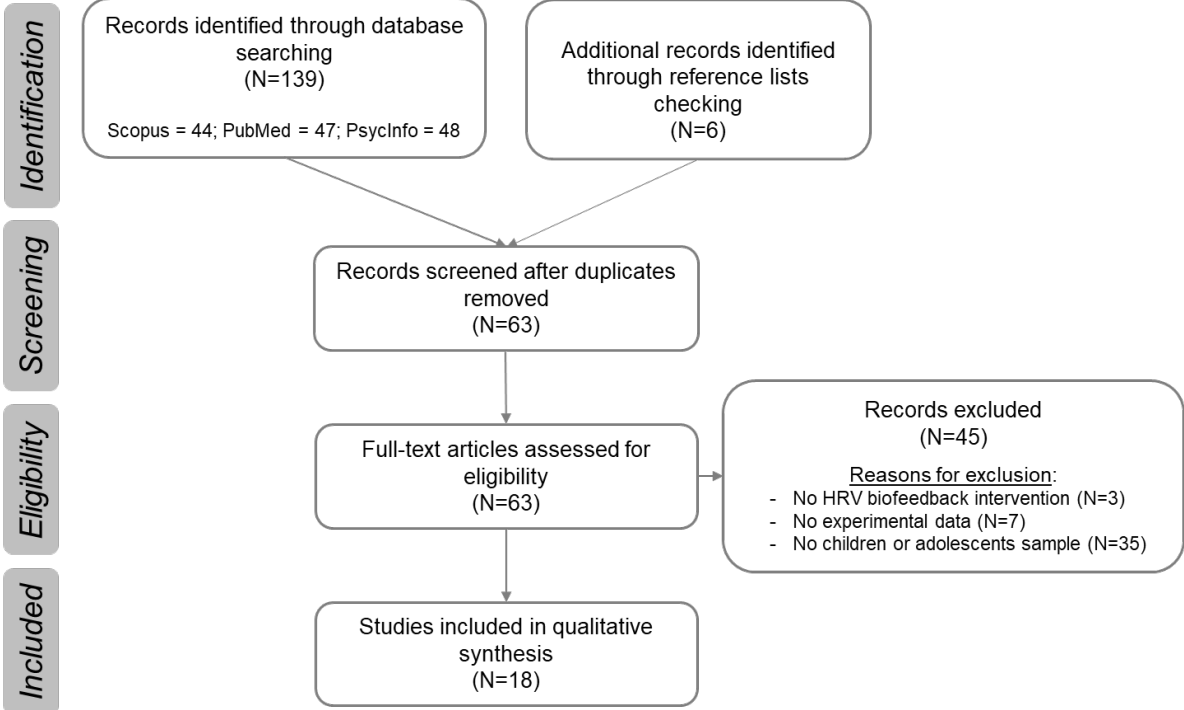
Thurstone, C., & Lajoie, T. (2013). Heart Rate Variability Biofeedback in Adolescent substance Abuse treatment. *Global advances in health and medicine*, 2(1), 22-23.

Wells, R., Outhred, T., Heathers, J. A., Quintana, D. S., & Kemp, A. H. (2012). Matter over mind: A randomised-controlled trial of single-session biofeedback training on performance anxiety and heart rate variability in musicians. *PLoS ONE*, 7(10), e46597. <https://doi.org/10.1371/journal.pone.0046597>.

Wheat, A. L., & Larkin, K. T. (2010). Biofeedback of heart rate variability and related physiology: A critical review. *Applied psychophysiology and biofeedback*, 35(3), 229-242.

Yu, B., Funk, M., Hu, J., Wang, Q., & Feijs, L. (2018). Biofeedback for everyday stress management: a systematic review. *Frontiers in ICT*, 5, 23.

Figure 1



Figures Legends

Figure 1: PRISMA flow diagram describing process for selecting and reviewing papers included.